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ABSTRACT

An outline is provided of Food Service 225, a course offered at Orange Coast College dealing with the organization and management of food service departments within health care, community care, and school feeding programs. The outline first presents a course description, which covers prerequisite course work, the role of the course within the college's Food Service Management curriculum, and the student population expected to take the course. A glossary of terms is then provided, followed by an outline of the major course objectives and a rationale for providing the course within the occupational education program of the college. Next, the instructional materials to be used are listed, including textbooks, library materials, periodicals, and audio-visual materials. The goals, activities, and assessment measures for each of the following course units are then outlined: (1) institutional food service, (2) management principles, (3) supervisor role, (4) effective communication, (5) production and service systems, (6) personnel management, (7) employee productivity, (8) nutritional care services, (9) legislation, and (10) the future of institutional food service. The outline concludes with a discussion of the criteria to be used by the instructor in evaluating the effectiveness of the course. (JP)

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COURSE OUTLINE

FOOD SERVICE 255
OPERATIONAL MANAGEMENT II: PROCEDURES

Prepared by:

Nell M. Woodward

FOOD SERVICE MANAGEMENT
DEPARTMENT

ORANGE COAST COLLEGE
November, 1979

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JC 800 076

EDUCATION 431B

CURRICULUM AND INSTRUCTION IN HIGHER EDUCATION

Arthur M. Cohen, Ph.D.

UCLA
Graduate School of Education

Nell M. Woodward
Unit VIII
Building the Course

COURSE DESCRIPTION:

Catalog Description:

The organization and operation of a food service department within a health care, community care or school feeding program. Covers purpose, goals and procedures for the various types of operations; legislation affecting each; supervisory responsibilities; record keeping and work organization. Stress is placed upon problem solving techniques, personal qualifications for the job and techniques useful in carrying out work assignments.

Prerequisite coursework:

Food Service 150, 160, 075 and Nutrition Care 180. Concurrent enrollment in Food Service 260, 255 and either 156 or 157.

Curricular Placement:

This course was prepared specifically for students to gain:

1. Applied principles to the job role as a dietetic service supervisor.
2. The basic theoretical knowledge which is applied in the concurrent field experience course.
3. A portion of the basic Institutional Foodservice Supervision Certificate program coursework.
4. The prerequsite coursework for the Associate in Arts degree in Foodservice Management.

Time Assignment:

3 Hours per week - 18 Weeks - 3 Units of Credit
Spring Semester
Activities to include: lecture, discussion, use of audio-visuals, field trip, student projects, papers and role playing.

Description of student population:

1. Students will come from a variety of educational backgrounds but will share a commonality of successful prior coursework, having completed the necessary prerequisites.

2. Students will be enrolled in the Certificate program in food service supervision/management and would plan to enter the job market in a supervisory or traineeship role. Most, if not all, will have been employed in some type of a foodservice operation and are aware of job opportunities.

   Approximately 25% will continue into the second academic year to complete course requirements for the Associate in Arts degree. About 5% of the total number originally enrolled will transfer on into a baccalaureate program.

COORSE DESCRIPTION: (continued)

Description of student population: (continued)

3. Most students will be self-motivated to succeed in the course and in the program since a high percentage need the certificate to hold the job as supervisor in their place of employment. Around 25% will find the course too difficult or will make a job change and so fail to complete the course.

GLOSSARY OF TERMS

ACCREDITATION - Pertains to an institution; to certify or verify that they meet certain acceptable standards of operation.

DIETARY HISTORY (Nutritional History) - A detailed account of the kind, estimated amount, and preparation methods of the usual food intake and variations for an individual obtained through an interview.

HEALTH CARE SYSTEM - The total scope of maintaining health, treating illness and rehabilitation to health following an illness. The system includes aspects of prevention, diagnosis, treatment, rehabilitation and health maintenance.

INSTITUTIONAL - Pertaining to an organization having a social, educational or religious purpose.

LICENSURE - The awarding of recognition to the person or institution who has passed legislated state requirements to perform identified functions or operate an organization that performs identified functions.

MEAL PATTERN - The kind and amounts of food eaten at the various meals of the day.

MANAGEMENT - The person who manages the affairs of a business, institution, service or multiple units of such an operation; controls and directs through people who directly supervise those that perform the work.

NUTRITIONAL CARE SERVICES - The comprehensive health care service dealing with the health condition of an individual as influenced by past and current intake and utilization of nutrients. Includes an individualized nutrition care plan and the provision of appropriate food as determined by the environment and the health status of the person.

PRODUCTION SYSTEM - The production of food from the "raw to ready" state or any variation thereof that occurs within an institution in order to provide the necessary quality of food required of the institutional clientele.

SERVICE SYSTEM - The delivery and service of food to the clientele served in order to provide quality food, attractively served and at the correct temperature for greatest customer acceptability and microbial safety.

SUPERVISOR - The person who oversees or directs the work of others in order to achieve organizational goals.

COURSE CONTENT:

Major goals:

Students will:

1. Display knowledge of basic principles of management applied to the operation of an institutional foodservice.

2. Demonstrate familiarity with the role, responsibilities and techniques of a department supervisor within an institutional foodservice setting.

3. Differentiate between the major types of institutional production and service systems explaining key characteristics, layout, work flow, staffing patterns and the advantages/disadvantages of each.

4. Display knowledge and understanding of effective use of human resources utilizing job descriptions, recommended employment procedures, effective communication, employee responsibilities, work organization, work schedules, in-service education and employee evaluation.

5. Describe client centered nutritional care services including purpose, responsibility levels of dietetic team members, institutional settings, use of records and forms, organization and the team concept of care.

6. Demonstrate familiarity with current legislation which affects institutional foodservice operations including local, state and federal regulations; institutional goals and purposes; accreditation; self-inspection; and use of consultative services.

Rationale for program and relationship to goals of college:

This is a second semester course within a one academic year certificate program for the entry level position of the dietetic service supervisor. This one academic year of coursework also serves as the first year of a two year Associate in Arts degree in foodservice management.

This course provides specifically applied principles and techniques of supervision to the departmental operation of a health care, community care or school feeding program. Course content is based upon the expected job performance in the work place. Additionally, it anticipates direct participation of the student in the learning process, concurrent enrollment in a related experiential course providing direct application of theory into practice, and a validation and confirmation of the interest and ability of each student in relation to this career field and their suitability as a part of the management team.

The goals and objectives of the course have been predetermined by the instructional staff in order to prepare the student to perform in a

COURSE CONTENT: (continued)

Rationale for program and relationship to goals of college (continued):

competent manner. The student does, however, have the opportunity to utilize their own job setting or the concurrent field experience course for direct application and individualization of projects according to their own interest and availability of learning experiences. It is anticipated that students will continue their development of judgement, skill in decsion making and problem solving.

Recognition for education at this level has only been formally recognized by the various professional associations and in federal legislation for the past 10-15 years. It is now required for supervisors within health care settings and found to be desirable in community care and school feeding programs. It is a part of a nationally recognized voluntary certification program for school food service and health care personnel. It is being recommended for penal institutions, industrial feeding and college feeding operations. As such, it supports the goals of the college in providing occupational education required or desired by a broad segment of the community. The program at both the one and two year levels include sufficient general education to provide a sound base for general living and transfer potential.

Instructional Units or Areas of Instruction:

I.	Institutional Foodservice	2-3 Hours	Session One
II.	Basic Principles of Management	4½ Hours	Session Two and Three
III.	The Role of the Supervisor	4½ Hours	Session Three and Four
IV.	Effective Communications	4½ Hours	Session Five and Six
V.	Production and Service Systems	4½ Hours	Session Six and Seven
VI.	Personnel Management	6 Hours	Session Eight and Nine
VII.	Increasing Employee Productivity	6 Hours	Session Ten and Eleven
VIII.	Nutritional Care Services	6 Hours	Session Twelve and Thirteen
	Field Trip	3 Hours	Session Fourteen
IX.	Legislation	4½ Hours	Session Fifteen and Sixteen
X.	The Future in Institutional Foodservice	1½ Hours	Session Sixteen
	Final Examination	2 Hours	Session Seventeen

MATERIALS OF INSTRUCTION:

Required texts and Manuals:

Course Syllabus

Powers, Thomas F., Introduction to Management in the Hospitality Industry. New York: John Wiley and Sons. 1979

West, B.B., Wood, L., Harger, V.F., and Shugart, G.S., Food Service in Institutions (5th ed.). New York: John Wiley and Sons. 1977.

Recommended Reading:

Anderson, H.W., The Modern Food Service Industry - An Introductory Guide. (1st ed.). Dubuque, Iowa: Wm. C. Brown Co. Publishers. 1976.

Lundberg, Donald E., The Hotel and Restaurant Business. CBI Publishing Co. Inc. 1979

State of California, Food Service Guide for Health Care Facilities. Dept. of Public Health, State of California.

State of California, Work Improvement and Supplement. Department of Education, State of California.

Operational Manual for School Food Service. California Association of School Business Officials. 1969.

Course Pre-Test:

1. Verification of course prerequisite completion. Student transcript.

2. Verification of concurrent enrollment in required coursework.

3. Brief pre=tests in identified areas:
   3.1 Basic math skills
   3.2 Nutrition - Basic Four

   If failure to pass pre-tests but coursework verified, individualized learning packages will be prescribed for students.

MATERIALS OF INSTRUCTION: (continued)

Bibliography of library materials:

A Guide for On-The-Job Training of Personnel. New York: Economics Laboratory, 250 Park Ave., New York.

Beach, Dale S. Personnel - The Management of People at Work. New York: MacMillan Publishing Co. Inc. 1975.

Church, Charles F., M.D. Food Values of Portions Commonly Used. Philadelphia: J.B. Lippencott Co. 1975

Fowler, West, Shugart ., Food For Fifty. New York: John Wiley and Sons. 1978.

From Hand to Mouth. U.S. Department of Health Education and Welfare.

Hospital Safety Manual. Chicago: American Hospital Association.

Is Pot Luck Lucky? California State Department of Public Health.

Kotschevar, L.H., Quantity Food Production. Boston: Cahners Books.

Kotschevar, L.H. and Terrell, M.E., Food Service Planning and Layout. New York; John Wiley and Sons. 1977.

Krause, M.V. and M.A. Hunscher, Food Nutrition and Health (5th ed.). W.B. Sanders. 1972

Lateiner, Alfred, Modern Techniques of Supervision. New Jersey: 6040 Kennedy Blvd., East West New York 07093

Lester, James D., Writing Research Papers. Glenview, Illinois: Scott Foresman and Co. 1976.

Longree, Karla, Quantity Food Sanitation. Ithaca, New York: Cornell University. John Wiley and Sons. 1967

Nutrition and Diet Guides for Nursing Homes. State of California Dept. of Public Health, 2151 Berkeley Way, Berkeley, CA

Safety Data Sheet - Kitchen Machines. Chicago, Illinois: National Restaurant Association.

Sweeney, Neil R. Managing People: Techniques for Food Service Operators. New York: Lebhar-Friedman Books. 1978.

Williams, S.R., Nutrition and Diet Therapy (2nd ed.). St. Louis; C.V. Mosby Co. 1973

MATERIALS OF INSTRUCTION: (continued)

Bibliography of library materials: (continued)

Wilkenson, The Complete Book of Cooking Equipment. Boston: Cahners Books.

Wood and Harris, Quantity Recipes from Meals for Many. Ithaca, New York: Cornell University, College of HomeEconomics. 1966.

Woodward and Richard, Sanitation and Environmental Control. Costa Mesa, CA: Orange Coast College. 1972.

Your Responsibility for Safety. Chicago, Illinois: National Restaurant Association.

Bibliography: Teacher Reference

American Dietetic Association: The Profession of Dietetics. Chicago; The American Dietetic Association. 1972.

Arnow, L. Earle, Food Power, New York: Nelson Hall Co., 1972.

Avery, A.C., Peddersen, R.B. and Pope, H.H., Increasing Productivity in Food Service. Boston: Cahners Books, 1973.

Cloyd, Frances, Guide to Foodservice Management. Chicago: Institutions/ Volume Feeding Magazein. 1972.

Eshbach, Chas. Food Service Trends. Boston: Cahners Books. 1974.

Feinberg, M.R., Effective Psychology for Managers. Englewood Cliffs, N.J.: Prentice Hall, Inc. 1965.

Haiman, Theo, and Hilgert, R.L. Supervision: Concepts and Practices of Management. Chicago: South-Western Publishing Co. 1972.

Haiman, Theo, Supervisory Management for Health Care Institutions. St Lousis: The C tholic Hospital Association. 1973.

Kotschevar, Lendal H., Food Service in Extended Care Facility. Boston: Cahners Books. 1973.

Ktrauss, G. and Sayles, L.R., Personnel: The Human Problem of Management. (3rd ed.). Englewood Cliffs, New Jersey: Prentice Hall. 1972.

Morgan, W.J., Supervision and Management of Quantity Food Preparation. Berkeley, CA: McCutchan Publishing Corp. 1974.

Warner, M., Industrial Foodservice and Cafeteria Management. Boston: Cahners Books. 1973.

MATERIALS OF INSTRUCTION: (continued)

RECOMMENDED PERIODICALS - TRADE AND PROFESSIONAL
FOOD SERVICE _ INSTITUTIONAL

AGING
U.S. Government Printing Office
Division Public Documents,
Washington, D.C.
$9.25. Alternate months

CORNELL QUARTERLY
Cornell University
Statler Hall, Ithaca, N.Y. 14853
$10.00/yr. Quarterly

FOOD MANAGEMENT
Harcourt Brace Jovandvigh, Inc.
757 Third Ave.
New York, New York 10017
$15.00/yr Monthly

FOOD SERVICE MARKETING
EIP Inc.
2132 Fordam Ave.
Madison, Wisconsin 53704
$24.00/yr. Monthly

HOSPITAL FORUM
Association of Western Hospitals
830 Market Street
San Francisco CA 94102
$15.00/yr. Alternate months.

HOSPITALS
American Hospital Association
840 North Lake Shore Drive
Chicago, Illinois 60611
$30.00/yr. Published 1st and 16th
of each month.

INSTITUTIONS
Cahners Publishing Co.
Chicago, Illinois
$25.00/yr. Semi-Monthly
(3 eds. in May)

JOURNAL OF THE AMERICAN DIETETIC ASSOCIATION
The American Dietetic Association
430 North Michigan Ave.
Chicago, Illinois 60611

JOURNAL OF NUTRITION EDUCATION
Society for Nutrition Education
2140 Shattuck Ave. Suite 1110
Berkeley, CA. 94704

NUTRITION TODAY
Cortez, F. Enloe Jr. M.D.
P.O. Box 1829
Annapolis, Maryland, 21404
$14.75/yr. Bimonthly
(Students and Retirees $7.50)

POPPY SEEDS
California School Food Service Assoc.
(Membership publication)
$4.00/yr. Quarterly

RESTAURANT BUSINESS
Bill Publication
633 Third Ave.
New York, New York. 10017
$2.00/copy. Monthly

SCHOOL FOOD SERVICE JOURNAL
American Food Service Assoc.
4101 East Kliff Ave.
Denver, Colorado 80222
$30.00/yr. Ten times/yr.

MATERIALS OF INSTRUCTION: (continued)

Audio-Visual Materials:

Title	Type	Publisher
Careers In Food Science Technology	Filmstrip/Record	Institute of Food Technology
Communication	Cassette	ADA
Food Assembly Methods	Filmstrip/Tape	Train Aides
Food: A Way of Life	16 mm	Univ. Calif. Extension
Food For a Modern World	16 mm	Wexler Film Products
Increasing Productivity	16 mm	National Ed. Media
Meals on Wheels	Casette/Manual	ADA
More Than Food	16 mm	Colorado Dept. Health.
Person to Person Communications	16 mm	McMurry Gold Productions
Supervising Minority Group Employees	Cassette	ADA
The Food Service Worker	16 mm	Rocom Films
Work Simplification in Food Service	Slides	Iowa State Univ.
You and Your Job Interview	Cassettes	Guidance Associates
You are what you eat.	Film /Cassette	USDA
Orientation to Food Service and the Health Field	Cassette/Slides	Telephone Lecture Network

MATERIALS OF INSTRUCTION: (continued)

Film Sources:

Food and Nutrition Information and Educational Materials Center
National Agricultural Library
U.S. Dept. Agriculture
Beltsville, Maryland 29705

Iowa State University Press
Ames, Iowa 50010

National Educaaion Media
Los Angeles, CA

The American Dietetic Association
430 North Michigan Ave.
Chicago, Illinois 60611

University California Extension
Film Distribution
Berkeley, CA 94720

Wexler Film Products
801 No. Second St.
Los Angles, CA

Telephone Lecture Network
2929 Main St.
Buffalo, NY 14214

ORGANIZATION OF UNITS OF INSTRUCTION:

Unit I: Institutional Food Service

The responsibility of a foodservice operation to improve the nutritional status of its clientele through provision of adequate food, modification to meet special needs and in nutrition education marks institutional food service as distinct from commercial food service. Within an institutionalsetting the foodservice provides a secondary and supportive service to the primary goal or service of the institution. Recent legislation markedly affects the operation of foodservice in such settings.

Goal I: Student will differentiate between the various types of institutional food service.

Objective 1: In class you will list and describe in 50 words or less the five (5) major classifications of institutional food service illustrating each with specific examples.

Objective 2: Outside of class you will write a one page paper describing and defending one type of institutional food service including its specific purpose, clientele served, type of menu, complexity, etc.

Goal II: Student will contrast types of management (contract vs. individually operated) which is commonly found within an institutional foodservice setting.

Objective 3: In class you will debate your view held regarding contract feeding versus individually operated foodservice units.

Objective 4: On a class test you will be able to define or match 10 terms pertinent to the concept of institutional foodservice and/or provide short answers to questions related to the purposes or instiutional foodservice.

Planned Activities:

Reading Assignment:

Powers - Chapers 4 & 5
West and Woods - Chapter 1

Anderson - Suggested Reading

Classroom Activities:

Lecture: Types of institutional foodservice (history, purpose and variations of settings)
Filmstrip (Careers or Orientation)
Discussion - bring in students experience with institutional foodservice
Class debate
Assigned paper
Test

ORGANIZATION OF UNITS OF INSTRUCTION:

Unit I: Institutional Food Service (continued)

Assessment Measures:

Level of achievement intended: Cognitive doman: Knowledge and comprehension

Sample test items:

Objective 1 -

1. List and describe the 5 major classifications found within institutional food service and briefly describe each, using examples, in 50 words or less.

Objective 4 -

Short Answer questions:

2. List the 3 major reasons for school food service.

3. Describe 3 primary needs of the elderly that are met through the Meals on Wheels program.

4. Define institutional food service and contrast with commercial food service. (Include difference of purpose and setting).

ORGANIZATION OF UNITS OF INSTRUCTION:

Unit II: Basic Management Principles

Concepts of management have changed over the years. In order to be an effective supervisor or manager it is important to be familiar with the evolution of management theory, the distinction between supervision and mangement and the functions of management which supervison and mangement is involved in.

Goal I: Students will become familiar with the various theories of management and compare basic concepts and organization.

Objective 1: Verbally in class, along with two or more of your classmates, you will describe one of the following organizational theories:
a. classical
b. humanistic
c. systems

Objective 2: In class you will be able to list at least 6 of the 9 major principles of classical organization theory and describe each in 50 words or less.

Goal II: Students will view management as comprised of supervisory and mangement work applied to an institutional setting which defines the purpose and organization of the foodservice department.

Objective 3: In class you will be able to describe the 5 major functions of management, identifying and defending those most suitable for supervison level personnel in a 50 or less word statement.

Objective 4: Outside of class you will write a one page defense of the purpose and philosophy of an institutional foodservice department dependent upon the type of setting: health care, community care or school feeding.

Goal III: Students will view management as a set of rational problem solving techniques rather than a group of inborn abilities or traits.

Objective 5: Verbally in class, along with two r more of your classmates, you will describe one of the possible types of leadership styles,or behaviors, giving your defense or support of this type of leadership:

5.1 Autocratic
5.2 Bureaucratic
5.3 Diplomatic
5.4 Participative
5.5 Free Rein

Objective 6. In class you will state at least 6 qualifications generally expected of management, stating for each, in 20 or less words, the reason for your selection.

ORGANIZATION OF UNITS OF INSTRUCTION:

Unit II: Basic Management Principles (continued)

Objective 7. Outside of class you will utilize a problem solving approach to identify and correct a self-identified problem.

Planned Activities:

Reading Assignment:

Powers - Chapters 10 and 15
West and Woods - Chapters 6 & 7

Classroom Activities:

Lecture: Managament techniques and qualifications
Class presentation and discussion on leadership styles
Guest speaker: Management representative
Problem Solving approach explanation
Assignment: Problem identification and solution
Test

Assessment Measures:

Level of achievement intended: Cognitive domain: Knowledge, comprehension, application, analysis, synthesis

Sample test items:

Objective 2 -

1. List six (6) of the major principles of classical organization theory and describe each in 50 words or less.

Objective 3 -

2. List the five (5) major functions of management. Select those functions you believe are suitable for supervisory level personnel. Defend your selection in a 50 or less word statement.

Objective 6 -

3. List and describe in 20 words or less at least six (6) qualifications generally expected of supervisory/management personnel.

ORGANIZATION OF UNITS OF INSTRUCTION:

Unit III: The Role of the Supervisor

Theoretical concepts of management and supervision must be applied directly to an institutional food service setting for the greatest operational effectiveness. Familiarity with the expected job role, responsibilities and useful tools are essential preparation for an effective supervisor.

Goal I: Student will be able to describe the role and functions of an institutional food service supervisor.

Objective 1: Given a typical listing of job functions of a supervisor in a health care and/or school food service, you will participate in a class activity to defend at least one of these listed functions as appropriate ype and level of assigned responsibility.

Objective 2: Group the various job functions as given on the class handout into major areas of responsibility and berbally defend your selection, indicating level of supervisory responsibility involved.

Goal II: Demonstrate familiarity with tools of the supervisor as appropriate to an institutional foodservice setting.

Objective 3: Given a list of supervisory tools you will match the specific tool to its application within an institutional foodservice setting.

Objective 4: Outside of class you will develop a job description for the position of a supervisor within your own or a typical institutional foodservice operational setting.

Objective 5: Given an essay of around 500 words identify at least four (4) technques used in this example to describe commonly used supervisory techniques.

Planned Activities:

Reading Assignment:

Powers - Chapter 12, Review Chapters 10 and 15, Chaper 9, pp. 186-192
West and Woods - Review Chapters 6 & 7

Classroom Activities:

Handout: Typical job functions of a supervisor (health care and school feeding program)
Class participation on appropriateness of these functions for the supervisor.
Small group activity to group job functions with verbal defense of responsibility involved

ORGANIZATION OF UNITS OF INSTRUCTION:

Unit III: The Role of the Supervisor (continued)

Planned Activities (continued)

Classroom Activities: (continued)

Lecture: Application of supervisory concepts to an institutional foodservice setting; tools of supervision; techniques of supervison.
Film (The Food Service Worker)
Cassette: Supervising the Minority Group Employee
Discussion
Test

Assessment Measures:

Level of achievement intended: Cognitive domain - Knowledge, comprehension, application, analysis

Sample test items:

Objective 3 -

Matching Question:

In order to carry out the responsibilities of a supervisor in an effective manner, it is important to know and apply the basic tools of supervision. Match one of the tools of supervision listed below to the most appropriate statement. Note that any one tool could be used in more than one answer or any one listed tool may not apply to any answer.

a. Organization chart
b. Job description
c. Procedure manual
d. Self-evaluation forms
e. Cost accounting forms
f. Daily food sales reports
g. Daily work schedules

1. _____ the check list by which a supervisor can daily/weekly inspect one of the aspects of the operation (safety, sanitation, food quality, etc.) to insure standards are satisfactorily being maintained.
2. _____ the document which clearly describes the listed duties for which a given employee will be held responsible.
3. _____ the record of menu items prepared and sold daily, etc.

ORGANIZATION OF UNITS OF INSTRUCTION:

Unit III: The Role of the Supervisor (continued)

Assessment Measures: (continued)

Sample test items: (continued)

4. _____ a chart showing the formal relationship between each job.
5. _____ a colection of written documents defining specific steps to set up and accomplish each task.
6. _____ a record listing food purchases and food sales, labor costs and miscl. costs.
7. _____ Includes the written directions for dealing with emergencies as well as routine occurances.
8. _____ shows the system of communication and delegation of authority.
9. _____ shows the assigned area and time period one is assigned to a given task.
10. _____ Includes the qualifications for the job position and is useful for employee selection, orientation and evaluation.

ORGANIZATION OF UNITS OF INSTRUCTION:

Unit IV. Effective Communications

Communication is the process of transmitting and receiving information with its purpose as bringing about some desired action. Such action may either be observed or occurs internally and is intangible. Intangible action maybe a change in attitude, increased understanding of a situation or problem or acceptance of a necessary change such as in a policy change.

Goal I: Students will demonstrate understanding of the communication process.

Objective 1: You will participate in a small group game illustrating the importance of various components of verbal communication.

Objective 2: In class you will describe and differentiate between the three (3) general traits of communication as generally used in a business setting.

Objective 3: Given a written memo you will rewrite in order to increase effective communication.

Goal II: Students will apply basic principles and concepts of effective communications to the responsibilities of the foodservice supervisor.

Objective 4: Given an organization chart, describe the flow of information in both the formal and the informal communication network in a short paragraph of 100 words or less.

Objective 5: In class you will list and describe in 30 or less words each of at least 4 specific modes in which supervision/management should communicate within an organization.

Planned Activities:

Reading Assignment:

Powers - pp. 348-350
West and Woods - pp. 401-403
Handout

Class Activities:

Small group activity: communication game
Lecture & discussion: Effective communication
Film (Communication; Person to Person Communications)
Class participation on traits used within the business setting with application to an institutional setting.
Lecture discussion: Communications applied to the institutional foodservice setting.
Test

ORGANIZATION OF UNITS OF INSTRUCTION:

Unit IV. Effective Communications (continued)

Assessment Measures:

Level of achievement intended: Cognitive domain - Knowledge, comprehension, and application

Sample test items:

Objective 3 -

1. Given a written memo, review in light of the class discussion on components of effective communications. Rewrite the memo in order to increase the level of communication.

Objective 4 -

2. Using the attached organization chart, describe the flow of information in both the identified formal and the implied potential informal system.

Objective 5 -

3. List and describe in 30 or less words at least 4 specific modes by which supervisory/management can and should communicate within an organization.

ORGANIZATION OF UNITS OF INSTRUCTION:

Unit V. Production and Service Systems

Production of high quality food involves a number of interrelated parts or steps within a total system as food is transferred from a raw to a "ready" or finished product stage. Production systems will vary from a complex total preparation to a convenience food system with various combinations of complexity in between.

Food service systems will vary with the mount of available labor for such service, needs of clientele and complexity of menu. Although the actual planning and design of the system is the responsibility of highly trained professional, food service supervisors must be sufficiently knowledgeable about these production and service systems since they will be the ones responsible for supervision of the ongoing system.

Goal I: Students will become familiar with the various components within a production system.

Objective 1: Given a series of definitions, you will identify the specific step in a production system and will rank order these steps.

Objective 2: Outside of class you will write a one to two page paper comparing two (2) types of food production systems and defend each according to a particular type of institutional setting.

Goal II: Student will demonstrate familiarity with the major types of service systems.

Objective 3: You will list and describe in 50 or less words the four (4) major types of food service systems, giving examples to illustrate each.

Objective 4: Outside of class you will write a 1-2 page paper comparing two specific food service systems within any institutional setting, identifying the type of system and supporting the use of that system within that given setting.

Planned Activities:

Reading Assignment:

Powers - pp. 83-86
West and Woods, pp. 205-215; Chapter 5
Handout

Class Activities:

Lecture: Food production systems
Class discussion

ORGANIZATION OF UNITS OF INSTRUCTION:

Unit V. Production and Service Systems (continued)

Planned Activities: (continued)

Class Activities: (continued)

Filmstrip/Tape: (Food Assembly Methods)
Handout
Test
Lecture: Types of Food Service
Slides
Test

Assessment Measures:

Level of achievement intended: Cognitive domain - Knowledge, comprehension, application and analysis.

Sample test items:

Objective 1 -

Matching Question:

Careful planning and scheduling of employees is important in food production. A basic knowledge of the steps in the food production process is essential before employees are assigned. Match the following listed steps to the appropriate definition given below. Any word may be used more than once or not at all.

_____ a. cooking
_____ b. finishing
_____ c. pre-preparation
_____ d. assembly
_____ e. storge of materials
_____ f. storage prior to serving
_____ g. preparation
_____ h. N/A

1. _____ the weighing or measuring of ingredients.
2. _____ receiving and inspection of goods
3. _____ baking, frying, broiling, steaming, simmering
4. _____ heated or refrigerated storage
5. _____ pot washing
6. _____ planning
7. _____ vegetable cleaning, peeling, chopping, preparing pans
8. _____ dry, refrigerated or freezer storage
9. _____ setting up salads, portioning desserts, slicing meats, etc.
10. _____ mixing, combining of ingredients

ORGANIZATION OF UNITS OF INSTRUCTION:

Unit VI. Personnel Management

One of the most important management functions is to provide an effective staff to carry out the work of the foodservice department. Management is charged with the responsibility to effectively use its human resources.

Goal I: Students will describe the selection and employment process and its major component activities of information gathering and selection.

Objective 1: In class you will describe the three (3) major steps in the employment process, citing important elements to check for which, if any, forms which are used.

Objective 2: You will particpate in a role playing situation in class demonstrating ability to carry out an employee interview.

Objective 3: Outside of class each student will complete an application form which will be given students and prepare a resume according to a provided format.

Goal II: Students will demonstrate knowledge of new employee orientation.

Objective 4: Outside of class you will prepare a procedure for orienting all new employees to the job.

Goal III: Students will demonstrate knowledge and ability to carry out in-service training.

Objective 5: In class you will list the four (4) step method of instruction useful in employee training and describe each step in 20 words or less.

Objective 6: You will participate in class in a simulated in-service training session.

Goal IV: Students will display ability to schedule employees

Objective 7: Outside of class you will prepare a work schedule for a given group of employees covering all essential work stations over a one week period of time given a case study provided by the instructor.

Goal V: Students will demonstrate familiarity with employee evaluation methods.

Objective 8: Outside of class you will develop an employee rating scale and write a 50-100 word justification for your use of this scale.

ORGANIZATION OF UNITS OF INSTRUCTION:

Unit VI. Personnel Management (continued)

Goal VI: Students will demonstrate methods of effective interpersonal relationships

Objective 9: In class you will enter in a discussion (small group) centering around interpersonal relationships and will defend one of the basic concepts to the group at large.

Objective 10: In class you will describe the importance of effective interpersonal relationships between employee and supervisor, between employees and between supervisor and other department leaders in a statement of 100 words or less.

Planned Activities:

Reading Assignment:

Powers - Chapter 13
West and Woods, Chapter 8 to tope of p. 447

Class Activities:

Lecture: The employment process
Cassette (You and Your Job Interview)
Role playing - The Employment Interview
Lecture: Resume preparation
Assignment: Completion of application and resume
Lecture: Basic steps in teaching (new employee orientation and continuing employee in-service sessions).
Test
Lecture: Staffing patterns and work schedules
Assignment
Lecture: Employee evaluation
Discussion
Lecture: Interpersonal relations
Small group discussions and feedback to large group

Assessment Measures:

Level of achievement intended: Cognitive domain - Knowledge, comprehension, application, analysis, synthesis.

Sample test items:

Objective 1 -

1. Describe the three (3) major steps in the employment process each in 50 or less words. Include as many elements to check for as each of you can recall. Give recommended forms or patterns of use.

ORGANIZATION OF UNITS OF INSTRUCTION

Assessment Measures: (continued)

Objective 5: In class you will list the steps in the four (4) step method of Instruction and describe each briefly in 25 words or less.

ORGANIZATION OF UNITS OF INSTRUCTION:

Unit VII. Increasing Employee Productivity

Food service is a "labor intensive" service industry. One of the first areas to look at when considering the need to increase productivity is in the utilization of the labor force. Previously there has always been an ample labor supply, however, in recent years this "pool" has been declining, thus giving yet a second reason for renewed interest in the level of staff productivity. Management must be knowledgable of operations or tasks performed, appropriate work settings which are considerate of human needs, and the provision of work environments which are attractive and supportive to employees.

Goal I: Student will identify principles of motion economy as it applies to a food service work setting.

Objective 1: In class you will be able to define the scientific management principle of time and motion study and give at least three (3) reasons for its application to the foodservice employee.

Objective 2: In class you will list and describe in 25 words or less, the five (5) basic principles of motion economy of the human body.

Objective 3: In class you will list and describe the seven (7) basic principles of motion economy of the work place.

Goal II: Student will be able to improve a work setting and a task through application of the principles of motion economy

Objective 4: You will participate in a small group exercise in class which involves analysis and discussion of examples of current procedures used in a task and in the development of revised or new procedures in order to bring about improvement.

Objective 5: Outside of class you will identify two (2) of the most difficult and time consuming tasks and select one to describe. List each step in the current procedure used. Using the problem solving method, make suggestions for improvement.

Objective 6: You will give an oral report in class on the selected task analysis and the suggested improvement, utilizing an actual demonstration when and where possible and follow the recommended procedure steps.

Goal III: Students will identify other factors which contribute to increased productivity within a foodservice operation.

Objective 7: List at least eight (8) contributing factors or approaches

ORGANIZATION OF UNITS OF INSTRUCTION:

Unit VII. Increasing Employee Productivity (continued)

Objective 7 (continued):
which could increase productivity or efficiency within a foodservice work setting and describe in 30 words or less why each factor could improve the efficiency ratio. (In class).

Objective 8: Given a diagram of a kitchen design and a menu, you will identify outside of class, the components of kitchen work in relation to the movement of raw food to finished product flow through this kitchen. You will defend or correct this work flow as given in between 100 and 300 word paper.

Planned Activities:

Reading Assignment:

Handout on time and motion principles (2)
West and Woods - pp 361 - 376

Class Activities:

Lecture: Basic principles and supportive background theory of motion economy
Film (Increasing Productivity)
Slides (Work Simplification in Food Service)
Small group activity (Analysis of a given problem and a given method of improvement)
Demonstration
Student Reports
Lecture: Work flow and other factors
Test

Assessment Measures:

Level of achievement intended: Cognitive domain - knowledge, comprehension, application, analysis, synthesis

Sample test items:

Objective 1 -

1. Define the scientific background of theory validating time and motion studies and give at least three (3) reasons why this should be an area of supervisory responsibility.

ORGANIZATION OF UNITS OF INSTRUCTION:

Unit VII. Increasing Employee Productivity (continued)

Assessment Measures:

Sample test items: (continued)

Objective 2 -

2. List and describe in 25 words or less, each of the five (5) basic principles of motion economy of the human body.

Objective 3 -

3. List and describe in 25 words or less, each of the seven (7) basic principles of motion economy of the work place.

Objective 8:

4. Given a diagram of a kitchen design and the menu which is usually prepared in that kitchen, identify the componet steps in the production of the menu in relation to the "raw to ready" food flow. Defend the existing system or correct it to improve its efficiency in a short essay of between 100 to 300 words. Mark work (food) flow on kitchen diagram.

ORGANIZATION OF UNITS OF INSTRUCTION:

Unit VIII. Nutritional Care Services:

Institutional foodservice within a health care setting is somewhat unique in that it supports the comprehensive nutritional care service of the health care institution. The food production and service is an important part of this patient care and must be carefully interwoven in the facility's total nutritional care services. Although the healthcare setting is the usual one to have such a comprehensive nutritional care service, there are elements of a broad nutritional care program found frequently in other institutional settings.

Goal I: Students will demonstrate familiarity with the health care delivery system.

10

Objective 1: Given a list of terms related to the health care delivery system, you will correctly match these with their indicated definition.

Objective 2: In class you will list and describe the four (4) major components of a health care delivery system, each in 30 words or less.

Goal II: Students will demonstrate a knowledge of and a concern for, the individual patient within a health care setting.

Objective 3: You will participate within a role playing session regarding the patient, including patients personal needs and feelings as well as the interface between patient and health care personnel.

Goal III: Students will be able to take a nutritional history of the patient.

Objective 4: In class you will identify at least four (4) major barriers to effective interviewing and give a remedy to overcome each of those barriers.

Objective 5: Given a nutritional history form, you will describe each step in the process of obtaining the information through a patient interview. Specific items that are to be obtained for supportive nutritional background information should be identified.

Objective 6: Outside of class you will do a 24 hour diet recall and make a nutritional adequacy analysis of it utilizing the Basic Four food group pattern.

Objective 7: Outside of class you will conduct a patient nutritional history interview and make a nutritional adequacy analysis of the given typical day's food intake using the Basic Four food group pattern as the guide.

ORGANIZATION OF UNITS OF INSTRUCTION:

Unit VIII. Nutritional Care Services: (continued)

Goal IV: Student will display familiarity with typical forms used within a health care setting in order to assure an adequate nutritional care service program for the patient.

Objective8: Given a list of standard forms commonly used to maintain a nutritional care service program, you will match each with the appropriate use description.

35

Objective 9: Given a list of common abbreviations, you will be able to give the correct meaning of at least 30.

Objective 10: Given a short case study, you will write the procedures and identify the forms you would follow and use, as well as procedures and forms used by the dietitian, in order to insure that the patient receives an appropriate program of nutritional care.

Planned Activities:

Reading Assignment:

Handouts
Review West and Woods

Class Activities:

Lecture: Health Care Delivery System
Guest Speaker
Film: Food for a Modern World
Test
Films: Food, A Way of Life or You Are What You Eat
Role Playing
Lecture and discussion: Nutritional Histories
Assignments: 24 Hr. Diet Recall; Nutritional Adequacy Assessment
Use of nutritional forms

Assessment Measures:

Level of achievement intended: Cognitive domain - knowledge, comprehension, application. Affective domain - believing.

Sample test items:

Objective 2:

Identify and describe each of the four major components of the health care delivery system in 30 words or less.

ORGANIZATION OF UNITS OF INSTRUCTION:

Unit VIII. Nutritional Care Services (continued)

Assessment Measures: (continued)

Sample test items: (continued)

Objective 9:

2. Given a list of 35 abbreviations, please respond to at least 30 correct answers which describe or identify the symbols. (See attachment p. 3 3)

Objective 10:

3. Case Study: Sam Jones, 47, enters Lazy Acres Convalescent Hospital after recovering from obdominal surgery at Big County General. The attending physician has prescribed a low residue diet with interval nourishments. After about 5 days Sam complains of the failure of the kitchen to give him Sanka three times a day as he is used to receiving. He complains constantly about being hungry and does not understand why he can't eat everything he is used to. He feels the policy of salt reduction in this facility makes his food unappetizing and unpalatable. He has asked his family to bring in food items that he is not getting.

   ----As the supervisor in Lazy Acres Convalescent Hospital, just what forms should be used to carry out all necessary information and how would you initiate a review of a patient's chart? What would you expect the dietitian to do in this case?

COMMON MEDICAL ABBREVIATIONS

c _____

s _____

c/o _____

N/A _____

a.c. _____

p.c. _____

ad lib. _____

prn _____

stat _____

bid _____

tid _____

qid _____

qod _____

q 2 hrs _____

h.s. _____

po _____

N.P.O. _____

Pt. _____

P.O.R. _____

S.O.A.P. _____

Dx _____

DC _____

FH _____

Hx _____

SH _____

ETH _____

TX _____

Rx _____

BE _____

Ht. _____

Wt. _____

PE _____

MOM _____

BP _____

ADL _____

ORGANIZATION OF UNITS OF INSTRUCTION:

Unit IX. Legislation:

A key factor in any foodservice operation is its understanding and compliance with various federal, state and local regulations. Various regulations affect almost every activity within the operation. To understand these better, we will consider them in groups - those regulations affecting the people that work inside the operation, and those that impact on the operation itself.

Goal I: Student will be aware of those federal, state regulations which affect employees.

Objective 1: In class you will describe in no more than 30 words each the five areas of regulations pertaining to employee working conditions and wages.

Goal II: Student will become familiar with the specific legislation which regulates institutional foodservice.

Objective 2: In class you will describe in no more than 30 words each, the three specific state/federal legislation pertaining to foodservice operations regardless of types.

Objective 3: In class you will differentiate in 50 or less words between voluntary institutional accreditation and mandatory compliance with local/state/federal regulations.

Objective 4: Outside of class you will prepare a 2-3 pp paper holding a position of pro, con or a combination between in relation to need and usefulness of legislation within the specific types of institutional foodservice. (Acute, skilled nursing, intermediate care, penal, community care and school feeding.)

Goal III: Student will support the use of self-inspection forms to assure fullfillment of intent as well as "letter" of the law.

Objective 5: In class you will orally defend a specific type of self-inspection procedure and form (safety, sanitation, food quality, etc.)secured from an institutional foodservice operation.

Planned Activities:

Reading Assignment:

Handouts
West and Wood - Pp. 36-50

Unit IX. Legislation: (continued)

Planned Activities: (continued)

Class Activities:

Lecture: Employee working conditions and wages
Discussion
Lecture: Regulations regarding various types of institutional foodservice operations
Guest speaker
Discussion
Hospital Accreditation
Assignment
Lecture: Self-regulation (Self-inspection forms)
Assignment
Test

Assessment Measures:

Level of achievement intended: Cognitive domain - knowledge, comprehension, application, analysis, synthesis; Affective domain - believing.

Sample test items:

Objective 1:

1. Describe the five areas of state/federal regulations which affect the working conditions and wages of employees.

Objective 2:

2. Describe the state/federal ligislation that pertains to any type of ongoing foodservice operation. Do so in 30 or less words per type operation.

Unit X. The Future in Institutional Foodservice

Adapting to change is a way of life.. For those of us in foodservice management we will have to review the current major trends which cut across all sectors of the foodservice industry. Some societal forces will bear heavily upon management as they adjust to accomodate change. Technological and economic forces will also call for new strategies to be developed for operation and leadership roles as well as in the effective education of supervisory/management personnel.

Goal 1: Student will be able to identify future forces and trends and give ways in which we can prepare to meet changes which will inevitably occur.

Objective 1: List 5 forces that will probably bear directly upon the institutional foodservice of the future.

Objective 2: Describe 2 already existing trends which you believe will have a bearing on the foodservice industry of the future.

Objective 3: Outside of class you will write a 1-2 page paper on ways you can prepare yourself to meet these potential changes in the future. Include personal action and management strategies.

Planned Activities:

Reading Assignment:

Powers - Chapter 16
Handouts on specific regulations

Class Activities:

Lecture: Future trends
Small group discussion and recorders report
Film: More Than Food
Test

Assessment Measures:

Level of achievement intended: Cognitive domain - Knowledge, Comprehension, Application; Affective domain

Sample test items:

Objective 2:

Select two ongoing trends from among those that can be said to currently exist and describe these trends and their potential impact in the future.

INSTRUCTOR'S EVALUATION

Procedures for revising the course:

It is imperative that all coursework leading towards the occupational certificate in Foodservice Supervision be current, relevant, and meet the needs of both students and employers in the workplace.

Minor modifications of the course can be implemented within the basic framework of a state approved course. Revision of objectives, goal statements and greater clarification of any aspect of the course can be done by the faculty assigned to the course.

Major changes in the course such as deletion of major course goals, change in hours or units or even sequencing within the stated curriculum ought to be done by faculty committee and approved by the program advisory committee. Since the ramifications exceed those which could be easily done by one faculty, careful consideration should be given to any proposed changes in the context of the whole. Faculty assigned to the course can initiate any such consideration.

On a routine basis the assigned faculty member ought to solicit student feedback and evaluation concerning course activities, method of instruction and difficulty of objective achievement. As stated before, all such changes ought to be done as soon as identified by the assigned faculty.

Estimate number of students who will achieve objectives:

As in Description of student population on page 2 and 3, it is anticipated that the average enrollee in this course is self-motivated to suceed in this course a nd in the total program. Since it is a second semester course with a fair number of prerequisites, most of the students who have marginal interests and ability would probably already have discontinued. Of those that do enroll, it is highly possible that approximately 25% will not achieve the objectives because of the level of difficulty or failure to complete the course due to job change or other personal necessity. Also, approximately 25% of the total group will probably continue on into the second year of the complete program to complete all requirements for the Associate in Arts degree.

Provision for students who fail to meet level:

For those students who fail to meet the objectives as stated, either because of failure to achieve a satisfactory score on the objective or who do not complete sufficient objectives, several remedial patterns could be laid out.

Individualized learning packages on most of the material could, and should, be developed. These would be available for any student who was unable to attend all class sessions, who failed to meet a minimum level of completion on an objective or a group of related objectives, or who desired additional review over the subject matter.

INSTRUCTOR'S EVALUATION (continued)

Provision for students who fail to meet level: (continued)

If student failed to accomplish course objectives due to personal difficulties or total lack of sufficient time spent in the course, the option available to that student would be to repeat the course. For some students with a weak educational background, this may well be an acceptable alternative.

For students who claim to have an existing background which covers coursework, the potential for equivalency evaluation does exist. With little more effort, satisfactory evaluation strategies could be developed for each objectives to permit the student to demonstrate their ability to perform up to an acceptable mastery level of learning. These types of equivalency examinations would also permit evaluation of students within the regular course to be examined should they fail to be present at the times when class participation is indicated.

It is entirely possible that the course could be offered in an alternate mode to the traditional classroom or in some intermediate mode combining both self-instruction and necessary or desirable group experiences. This may be particularly useful for those affective learning objectives or when decision making or problem solving is desired. Students learn as much or more from each other than from the instructor.

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